

# Evaluate My Next Step Options

## Theme and Level

**Theme:** Evaluate Options

**Level:** Next Steps

## At a Glance

Students analyze and evaluate either the occupation or training options they earlier researched and rank these options.

**Time:** 50 minutes.

## Essential Questions

- Which occupation or training program is for me?

## Preparation

- Secure computer lab with overhead projector enabled and CIS access
- Make copies of the *Evaluate My Next Step Options worksheet*, one per student.

## Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to for them to evaluate and rank the career or training options they are considering.
2. Show PPT Slide 2. Explain to students that various institutions and publications rank schools and careers, but the most important ranking is your own. The variables that are most important to you should determine your choice. This activity will help you rank options using your own most important variables.
3. Show PPT Slide 3. Distribute the *Evaluate My Next Step Options worksheet* and review the instructions.
4. Show PPT Slide 4. Demonstrate how to complete the worksheet using the sample worksheet with fictitious data.
5. Provide students 30 minutes to complete the worksheet table and answer the questions that follow the table (through instruction #7).
6. Break students into groups of four to discuss their results.
7. Show PPT Slide 5. Process sharing with the whole class using these questions:
  - What did you discover?
  - What was your most important factor?
  - Did your most important factor overshadow other factors in the weighting?
  - Would you weight items differently if you did this again?
  - Did your outcome feel right?
8. Remind students that if the ranked outcomes do not feel right, to carefully examine why they received the results they received, reassign weights to the factor, and repeat the process.
9. Remind them that their hearts need to inform decision-making as well.
10. Show PPT Slide 6. Have students post thoughtful reflections about what they learned about themselves in their CIS portfolios, in the Next Steps Evaluate Options section.

## Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
- Worksheet could be completed as a homework assignment and class time could be spent further researching options.
- Have students share and discuss their completed worksheets with younger students in the school, to help the younger students begin thinking about important factors in career or school choice.

## Assessment

Use the *Evaluate My Next Step Options Scoring Guide* to evaluate student work.

## Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Evaluate Options section of Career Plan. The following boxes need to be completed:

**What did you learn about yourself from the career research you just completed?** and **What did you learn about how you set goals and make decisions from the career work you completed?**

## Materials

Computer lab with overhead projector and CIS access

[Evaluate My Next Step Options \(PPTX\)](#)

[Evaluate My Next Step Options Scoring Guide \(PDF\)](#)

[Evaluate My Next Step Options Scoring Guide \(DOCX\)](#)

[Evaluate My Next Step Options \(PDF\)](#)

[Evaluate My Next Step Options \(DOCX\)](#)

## Goals and Standards

### *Common Core State Standards*

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

### *National Career Development Guidelines*

- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

### *American School Counselor Association*

- Career Development

**Bloom's Taxonomy:** Understanding, Analyzing, Evaluating

*American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success*

[Mindset Standards](#)

- Self-Confidence in Ability to Succeed
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment